

BOLLI



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BOLLI Course Schedule Spring 2018

Spring 2018 courses will begin the week of March 5 and run through the week of May 14, with a break the week of April 2. There will be no courses on Patriot's Day, Monday, April 16.

5b courses will begin the week of April 17, except Monday courses which will begin April 23.

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
March 5	March 6	March 7	March 8
March 12	March 13	March 14	March 15
March 19	March 20	March 21	March 22
March 26	March 27	March 28	March 29
Spring Break April 2 - 5			
April 9	April 10	April 11	April 12
No courses April 16 (Patriot's Day- Make up May 21)	April 17	April 18	April 19
April 23	April 24	April 25	April 26
April 30	May 1	May 2	May 3
May 7	May 8	May 9	May 10
May 14	May 15	May 16	May 17
Make Up Dates: May 21, 22, 23, 24			

Monday

BOLLI Study Groups Spring 2018

Period 1 9:30 a.m.-10:55 a.m.	MUS1-10-Mon1 Beyond Hava Nagila: What is Jewish Music? Sandy Bornstein	LIT4-10-Mon1 Whodunit? Murder in Ethnic Communities Marilyn Brooks	LIT5-5b-Mon1 Existentialism at the Café Jennifer Eastman <i>5 Week Course – April 23 – May 21</i>	SOC5-10-Mon1 Manipulation: How Hidden Influences Affect Our Choice of Products, Politicians and Priorities Sandy Sherizen
Period 2 11:10 a.m. - 12:35 p.m.	MUS3-10-Mon2 Why Sing Plays? An Exploration into the Craft of American Musical Theater Art Finstein	LIT8-10-Mon2 Historical Fiction: Traveling in Space and Time with Geraldine Brooks Sophie Freud	SOC2-5a-Mon2 Childhood In the Middle Ages Enid Gamer <i>5 Week Course – March 5 – April 9</i>	WRI1-10-Mon2 Writing to Discover: A Memoir Writing Course Marjorie Roemer
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	H&G4-10-Mon3 The Lachrymose History of Health Care Reform in the United States Jeff Kichen	SCI5-10-Mon3 Wilderness Gas Station: An Environmental History of Alaska Phil Wight	H&G10-5a-Mon3 From Somerset to Shelby: Five Legal Cases That Framed Race Relations in the United States for the Last 350 Years Saul Schapiro <i>5 Week Course – March 5 – April 9</i>	LIT10-5b-Mon3 Mothers, Madeleines, Music, and Memory: Reading Swann’s Way in Search of Marcel Proust Hollie Harder <i>5 Week Course – April 23 – May 21</i>
			H&G7-5b-Mon3 The Forgotten War: Korea in History and Memory Matt Linton <i>5 Week Course – April 23 – May 21</i>	

Tuesday

BOLLI Study Groups Spring 2018

Period 1 9:30 a.m.-10:55 a.m.	LIT3-10-Tue1 Another Country: The Literature of the American South Kathryn Bloom	FILM2-5a-Tue1 Steven Spielberg and His Films Irwin Silver <i>Five Week Course – March 6 – April 10</i> NOTE: This class will run during course periods 1&2.	LIT9-10-Tue1 Introduction to Science Fiction: What is Sci-Fi and Why Should We Read It? Dennis Greene	SOC3-10-Tue1 What’s Justice Got to Do with It? Justice and the Right Thing to Do William Grogan
		SCI3-5b-Tue1 Our Energy Future Carl Lazarus <i>Five Week Course – April 17 – May 15</i>		
Period 2 11:10 a.m. - 12:35 p.m.	LIT1-10-Tue2 Hamlet: Prequels and Re- imaginings Barbara Apstein	SCI2-5b-Tue2 Five Episodes in the History of Science Fara Faramarzpour <i>Five Week Course – April 17 – May 15</i>	ART3-10-Tue2 Nevertheless, She Persisted : Remarkable Women in Western Art Suzanne Art	LIT2-5a-Tue2 <i>Crime and Punishment</i> and Moral Turmoil in the 21st Century Avi Bernstein <i>Five Week Course – March 6 – April 10</i>
			SCI4-5b-Tue2 Problem Solved: Finally, Mathematics Problems That Everyone Understands Bill Thedford <i>Five Week Course – April 17 – May 15</i>	
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	LIT13-10-Tues3 Revolution and Resistance in Twentieth- Century Poetry Jan Schreiber	H&G9-10-Tue3 The European Lost and Found: Displaced Persons after World War II David Nevard		H&G8-10-Tue3 Reconstruction: America Attempts to Rebuild Itself and Its Relationship with African Americans Steve Messinger

Wednesday

BOLLI Study Groups Spring 2018

Period 1 9:30 a.m.-10:55 a.m.	GYM1-10-Wed1 Muscles and Movement 9:45 am – 10:30 am Location: Gossman Sports and Convocation Center	ART4-5b-Wed1 Hidden Gems: Ins and Outs of Four Small Art Museums Elaine Dohan <i>Five Week Course – April 18 – May 16</i> NOTE: This class will run during course periods 1&2.	SCI1-5a-Wed1 Get a Move On: How and Why Things Move the Way They Do Jerry Baum <i>Five Week Course – March 7 – April 18</i> NOTE: This class will not meet March 28.	LIT12-10-Wed1 Reel Literature #3: The Genius of Sir Alfred Hitchcock, Master of Suspense David Moskowitz This course will run during Periods 1 & 2 on weeks 2, 4, 6, 8, and 10. Weeks 1, 3, 5, 7, and 9 will be Period 2 only.
Period 2 11:10 a.m. - 12:35 p.m.	CE1-10-Wed2 Current Events Lois Sockol	ART1-5a-Wed2 Up Close and Personal: Edward Hopper Nancy Alimansky <i>Five Week Course – March 7 – April 11</i>	LIT15-10-Wed2 The Advent of American Theater: The Dean and His Disciples Lois Ziegelman	
	SOC1-5b-Wed2 Sapiens: A Brief History of Humankind Jessica Bethoney <i>Five Week Course – April 18 – May 16</i>			
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	ART7-5a-Wed3 Architecture: Learning to Look Caroline and Larry Schwirian <i>Five Week Course – March 7 – April 11</i>	MUS2-5a-Wed3 Bob Dylan Revisited: Profile of a Nobel Laureate John Clark <i>Five Week Course – March 7 – April 11</i>	H&G2-10-Wed3 "All Power to the Soviets!" Russian History Between the 1905 and 1989 Revolutions Kelsey Davis-Felder	DRA1-10-Wed3 Yet Another Scene-iors Adventure Becky Meyers
		H&G3-5b-Wed3 The Reluctant Ally: America's Entry into World War II Fran Feldman <i>Five Week Course – April 18 – May 16</i>		

Thursday

BOLLI Study Groups Spring 2018

Period 1 9:30 a.m.- 10:55 a.m.	H&G6-10-Thurs1 Old Settlers and New Immigrants: The Hispanic Presence in the United States Gene Kupferschmid	H&G11-5a-Thur1 An Introduction to Byzantium: the Art, History and Controversies of the Late Eastern Roman Empire Michael St. Clair <i>Five Week Course – March 8 – April 12</i>	ART5-5a-Thur1 Boston Skyline: Boom or Bust Mitch Fischman <i>Five Week Course – March 8 – April 12</i>	FILM1-10-Thur1 The Golden Years of Foreign Films: The 50's and 60's Naomi and Peter Schmidt <i>NOTE: This class will run during course periods 1&2.</i>
		H&G1-5b-Thur1 Reflections on the Meaning of World War II Walter Carter <i>Five Week Course – April 19 – May 17</i>		
Period 2 11:10 a.m. - 12:35 p.m.	SCI6-5a-Thur2 What Drives Attraction? Neurobiology of Sexuality Brad Stone & Alyssa Calman-Fasset <i>Five Week Course – March 8 – April 12</i>	WRI2-5a-Thur2 “You Can’t Make This Stuff Up!” Crafting Dynamic Creative Nonfiction Sue Wurster <i>Five Week Course – March 8 – April 12</i>	LIT14-5b-Thur2 Great American Short Stories of the 20th Century Edward Selig <i>Five Week Course – April 19 – May 24</i>	
	ART2-5b-Thur2 Up Close and Personal: Edward Hopper Nancy Alimansky <i>Five Week Course – April 19 – May 17</i>	LIT6-5b-Thur2 A Life of Purpose in 20th-Century Russia Fran Feldman <i>Five Week Course – April 19 – May 17</i>	<i>NOTE: This course will not meet on May 10.</i>	
Lunch 12:35-12:55 p.m. Lunchtime Presentations 1:00-2:00 p.m.				
Period 3 2:10 p.m. - 3:35 p.m.	ART6-5a-Thur3 Framing an Image: Art in the American Colonies Miriam Goldman <i>Five Week Course March 8 – April 12</i>	WRI3-5b-Thur3 “You Can’t Make This Stuff Up!” Crafting Dynamic Creative Nonfiction Sue Wurster <i>Five Week Course – April 19 – May 17</i>	SOC4-10-Thur3 Sex and Gender: The Liberation Movements of the Late 20th and Early 21st Centuries Sarah Pearlman	LIT11-10-Thur3 Moral Imagination: A Guide to the Complex Michael Kaufman

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BOLLI: Spring Term 2018

- Preparation times are estimated per week.
- If handouts are listed as readings, your Study Group Leader may request reimbursement from class members; arrangements for this will be made in class.
- SGL contact info can be found on the BOLLI member website.
- **If you expect to be absent for two or more weeks during the semester, please read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.**

LIT4-10-Mon1 Whodunit? Murder in Ethnic Communities

Leader – Marilyn Brooks

Monday – Course Period 1 – 9:30 am to 10:55 am

Description Why do we read murder mysteries? What about them satisfies us? Is it the plot, the characters, the setting? Do we want to be frightened by one that's *hard-boiled* or do we want a *cozy* that we hope will end well for all concerned (well, except for the victim and the murderer, naturally)? I am defining *ethnic communities* as groups sharing a common language, religion, and/or culture. We will read novels about such communities and the detectives in them who are African-American, Amish, Chinese-American, Hispanic, Mormon, Native American, and Orthodox Jews. Is being an ethnic detective a help or a hindrance? Does the community itself work to solve the crime or hide it? Does being outside "mainstream America" make a group more or less vulnerable to attack—more because they're seen as different, less because they're somewhat hidden from view? YouTube videos or online interviews will help give us a sense of the authors whose novels we're reading. We will share our viewpoints and hopefully introduce others to new authors and ideas. We will act, in a way, as sleuths, examining the clues as to what makes a mystery worth reading and, as we all gather together in the "library," perhaps come to a solution that satisfies us all.

Readings *The Ritual Bath* (Orthodox Judaism) by Faye Kellerman
Invisible City (Orthodox Judaism) by Julia Dahl
The Bishop's Wife (Mormon) by Mette Ivie Harrison
No Witness but the Moon (Hispanic) by Susan Chazin
A Killing Gift (Chinese-American) by Leslie Glass
Among the Wicked (Amish) by Linda Castillo

Blanche Among the Talented Tenth (African-American) by Barbara Neely
Dance Hall of the Dead (Native American) by Tony Hillerman

Preparation Time We will be reading eight novels during the ten-week course. Each book is about 300 pages, and I'm estimating each will take approximately 3-4 hours to read.

Biography Marilyn Brooks has been a devoted mystery fan since her formative years, when she discovered Nancy Drew and read the entire series through *The Ringmaster's Secret*. She reads three or four mysteries a week and is equally devoted to private eyes, police investigators, and amateur detectives. She is a member of the Mystery Writers of America. She has been writing a weekly mystery review blog since 2010, www.marilynsmysteryreads.com, which has been featured in the BOLLI Banner under the nom-de-plume *Mystery Maven Marilyn*. She taught *Whodunit? Murder in New England* during the Fall 2017 semester.

LIT5-5b-Mon1 Existentialism at the Café

Leader – Jennifer Eastman

Monday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – April 23 – May 21

Description Anyone who is curious about the meaning of existentialism will find an excellent and lively guide in Sarah Bakewell's book *At The Existentialist Café*. At the café, we will meet three French scholars, Jean Paul Sartre, Simone de Beauvoir and Albert Camus, three of the most noted French existentialists. Through their biographies and small excerpts from their writings, we will gain an understanding of such existential concepts as the absurd and freedom. How did they meet in the early 1940s, why did they part in the 1950s? Overall, we will follow them from the movement's inception before World War II, through the occupation and liberation of France and the Cold War that followed. Historically, the movement ended in the 1960s, but the concept of existentialism still survives in popular culture. This is not a philosophy course but rather an attempt to understand the lives that were lived bearing the name of existentialist. The course will be a mixture of lecture and discussion. Previous experience with the subject and its characters is not necessary.

Readings *At the Existentialist Café* by Sarah Bakewell, 2016; Other Press, NY. Available at Amazon. The SGL will distribute a packet of readings at a reasonable cost.

Preparation Time One and a half to two hours a week, approximately 75 pages

Biography Jennifer Eastman has a BA in History from Brandeis University, CAS in psychology from Harvard Extension and a JD from Suffolk University. She taught law for 25 years at Framingham State University and also at Clark University. In 2001, she wrote and published the book *Albert Camus: The Mythic and the Real*.

MUS1-10-Mon1 Beyond Hava Nagila: What is Jewish Music?

Leader – Sandy Bornstein

Monday – Course Period 1 – 9:30 am to 10:55 am

Description Over the centuries Jews have developed a great deal of music for use in worship, in celebrations, at home, for work and for entertainment. So what makes Jewish music Jewish? Is it the situation in which it is used, (Shabbat services, a wedding)? The language (Hebrew, Yiddish, Ladino)? Is it the intended audience? Is it the tune? Is it the person performing it? Well it depends...on the one hand, and then on the other hand... In this class we will examine different types of Jewish music from many parts of the world, from Torah cantillation to prayer settings, to Shabbat songs, to Klezmer, and Yiddish theater. We will learn what they sound like, why they sound that way, where they come from, and how they developed as we travel through 2500 years of history in the Middle East, Europe, Russia and America. The format is mostly presentation by the SGL, with class discussion and much listening. No musical training or Jewish background is required, though they are useful. This course is an expansion of a five-week course given in the Fall 2015.

Readings There will be no textbook but the SGL will e-mail class outlines, assign occasional YouTube clips for students to listen to as well as recommend online articles for background reading.

Preparation Time Up to an hour each week listening to the suggested YouTube clips or reading suggested articles.

Biography Sandy Bornstein was the Cantorial Soloist and Choir Director at Temple Isaiah in Lexington for 20 years. In that capacity she presented many special worship services focusing on one or another aspect of Jewish music. She also taught an adult ed course similar to this one called “Jewish Music---I Don’t Know Anything About It, But I Know What I Like!” Sandy is a professional soprano who has appeared in oratorios and recitals throughout New England. She used to teach middle school music and has taught voice for 30 years at Harvard University, the Cambridge School of Adult Education, and in her home studio.

SOC5-10-Mon1 Manipulation: How Hidden Influences Affect Our Choice of Products, Politicians and Priorities

Leader – Sandy Sherizen

Monday – Course Period 1 – 9:30 am to 10:55 am

Description We are all being manipulated daily in ways that are often invisible and unrecognized. Elements of manipulation are essential factors in our important decisions, yet it is often difficult to know who is, in fact, manipulating us or how they may be doing it. This course will explore the notion that

manipulation is now so much a part of our lives that it is vitally important to gain an understanding of its impact in order to make appropriate and well-informed personal and societal decisions. We will explore a number of forms of manipulation to gain an understanding of how they influence our choices, among them: psychological, physical, interpersonal, economic, ideological, and technological. We will discuss fascinating examples of manipulation, such as placebo elevator buttons, consumer advertising, manipulative personalities, magic tricks, con artists, the lines at Disney World, lying, and neurological cognitive biases. Topics will also include how politicians create their brands, how the media select what they will cover, as well as negotiating strategies and self-manipulation. Personal examples will also be solicited from class members.

Readings SGL will prepare a packet of course readings composed of articles from the mass media, academic journals and policy papers. This will be distributed at the first class and reproduction costs will be collected.

Preparation Time 1-3 hours a week

Biography Sanford (Sandy) Sherizen was trained as a sociologist, went bad and became a criminologist, and then went really bad by becoming a computer security and privacy professional. He has taught at various universities, had various media engagements, led seminars and given speeches in many domestic and international settings. As ex-president, he is active at Congregation Beth El in Sudbury. Flunking retirement, he taught ESL to adult immigrants and serves on a patient research ethics and safety board at Brigham and Women's Hospital. At BOLLI, he has taught courses on Your Privacy is at Risk, Crime Topics, and The Sociology of "Deviant" Behaviors.

LIT8-10-Mon2 Historical Fiction: Traveling in Space and Time with Geraldine Brooks

Leader – Sophie Freud

Monday – Course Period 2 – 11:10 am to 12:35 pm

Description An essential element of historical fiction is that it is set in the past and pays attention to the manners, social conditions and other details of the period depicted. We shall be reading four compelling books by Geraldine Brooks, and discuss for each book what we can learn about the culture in that country, at that time in history while enjoying the invented story and discussing its characters. The course is shaped around class discussions guided by the SGL, partly leaning on questions which are spelled out on the syllabus, but also allowing for the spontaneous responses and interests of class members. The chosen books start with an incident of plague epidemic in an English village in the 17th followed by the survival story of a 500 year old illustrated Haggadah, followed by the biography of King David as told in the bible and ends with the civil war activities of Bronson Alcott.

Readings Geraldine Brooks. (2001) *Year of Wonders*
Geraldine Brooks. (2008) *People of the Book*
Geraldine Brooks (2015) *The Secret Chord*

Geraldine Brooks. (2005) *March*

These books can be found in all Minuteman Libraries or bought inexpensively, second hand at Amazon or ABEbooks.

Preparation Time 125 – 150 pages a week

Biography Sophie Freud spent her youth in Vienna. She received a BA from Radcliffe/Harvard, an MSW from Simmons and 20 years later, a Ph.D. from the Heller School at Brandeis. After about 10 years of clinical social work practice she became a professor of social work at the Simmons College School of Social Work and stayed there for 30 years while also giving courses and workshops all over the United States and Europe. Sophie has given at least 15 different courses at BOLLI. Indeed, inventing new courses has become her old age pastime. Books have been Sophie's cherished companions as reader, book reviewer and author.

MUS3-10-Mon2 Why Sing Plays? An Exploration into the Craft of American Musical Theater

Leader – Art Finstein

Monday – Course Period 2 – 11:10 am to 12:35 pm

Description We will study 3 major American musicals from the last 60 years: *My Fair Lady*, *Fiddler on the Roof*, and *Into the Woods*. Each piece takes a different approach to setting its story to music, but all 3 make use of basic compositional principles established long ago in the world of opera and operetta. We will define these basic tenets of musical storytelling and will examine each show -- focusing on the purposes, placement, structures and styles of songs -- in an effort to discover how the creators' musical choices sharpen character and plot and deepen the play's impact. The class will consist of presentations by the SGL, group listening/viewing and discussion, and reading. No specific musical or theatrical skills are required.

Readings *My Fair Lady*, *Pygmalion*, *Fiddler on the Roof* and *Into the Woods* scripts (and videos) are widely available in the public library system (<http://www.mln.lib.ma.us/>) as well as through Amazon and other booksellers, and any editions are acceptable.

Preparation Time Reading and listening: 2-3 hours per week.

Biography Arthur Finstein holds BA and MFA degrees in music from Brandeis. He is a retired Massachusetts music educator and has directed the music for more than 190 productions in the greater Boston scholastic, community and professional theater circuits over 40+ years. He has presented at statewide, regional and national conferences on music and theater education and continues to advocate for increased support for the creative arts, especially for music and musical theater.

SOC2-5a-Mon2 Childhood In the Middle Ages

Leader – Enid Gamer

Monday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course – March 5 – April 9

(No Class April 2 for Spring Break)

Description There has always been childhood. But what was it like 700-1,000 years ago? Questions we might ask could include: Was childhood back then anything like the one we understand today? Was there any comprehension of age-related development or were children thought to be miniature adults? Did they play or was life impossibly grim? Were they educated? If so, what were the differences between boys and girls, upper and lower classes? During our time together we will read about and discuss the caretakers responsible for children, the system of education and the training of skills needed for adulthood and independence as well as related topics and ideas. We will start at the end of the Roman Empire and travel to the 16th century. Our emphasis will be on England because there is good and accessible scholarship about this time. However, we will talk about countries on the Continent as well. An effort will be made to frame this period and to then focus our attention on childhood through young adulthood. The format will consist of assigned readings, presentations by the SGL and discussion. Insights and comments by the group, relevant to this rather recent area of study will be welcome.

Readings There will be a packet of assigned readings available for purchase.

Preparation Time There will be about 2 hours of reading for each class

Biography Enid Gamer has been a practicing psychologist her entire adult life. She has been and continues to be a therapist with children and families. Her prior work included child development research in New York and Boston as well as program development and administration for the Massachusetts Department of Mental Health. How children grow and thrive has always been of major interest. The roles of parents, schools and social opportunities have been of major consideration. Thinking about the attention spent on children today quite naturally led to the question, “What was it like 1,000 years ago?” Finding some answers has absorbed her for the past several years.

WRI1-10-Mon2 Writing to Discover: A Memoir Writing Course

Leader – Marjorie Roemer

Monday – Course Period 2 – 11:10 am to 12:35 pm

Description *Consciousness in and of itself is a kind of fiction, a cleaned-up version of reality.*

– Brian Kiteley

This will be the thirteenth iteration of this course. The design is simple. We all commit to writing each week and to bringing about 500 words to share at each meeting. Each class offers a prompt, which can be used, ignored, or reshaped. The prompts are only suggestions, sometimes a new way to shape the materials you are working with. They try to focus us on the concrete, the dramatized, the immediate. Most of this semester's prompts will come from Brian Kiteley's *The 3 A.M. Epiphany*. Our work together is to encourage and to support the efforts of each member of the group. To that end, our response to writing is always based on listening generously, trying to understand what is being said, or what is almost said in the writing. Because our work rests on coherence and trust, regular attendance is necessary. Sometimes missing a class is unavoidable, but please don't sign up for this class if you plan in advance to miss several sessions. You don't have to be a skilled writer to participate. You just have to be willing to explore and to be supportive of others' explorations. Participants' comments about the course always praise the power of the group, the value of hearing one another's work, and the warm responses offered by the class members.

Readings A small booklet is produced for the course. It usually costs \$5.

Preparation Time We write 500 words a week. The time varies from person to person and assignment to assignment. I spend about an hour a week writing, a little more time re-thinking what I've written.

Biography Marjorie Roemer holds a BA from Bennington College, an MA from New York University, and a PhD from Brandeis, all in English and American literature. Her teaching career began in New York City in 1961 at a public Junior High School. It has since taken her to Brookline HS, the University of California at Santa Barbara, the University of Cincinnati, and Rhode Island College. She has worked as an English professor, Director of Writing Programs, and the Director of the Rhode Island Writing Project. In all, it's been over fifty-five years in classrooms of many kinds. This will be her thirteenth writing course at BOLLI.

H&G4-10-Mon3 The Lachrymose History of Health Care Reform in the United States

Leader – Jeff Kichen

Monday – Course Period 3 – 2:10 pm to 3:35 pm

Description This course will trace the history and debate over health care reform in the United States from the late 19th century through the present day. Along the way we will examine reform efforts during the Progressive era, attempts in the 1930s at both the federal and state level, the Truman plan of the late 1940s, the battle over the passage of Medicare and Medicaid in the early 1960s, the Clinton Plan, Obamacare, and the efforts to repeal and replace Obamacare. We will take an interdisciplinary approach that includes exploring the history of events and the sociological and economic conditions that drove attempts at change. We will direct our attention to how the enduring debate over health care reform has been framed in ideological terms and consider how some stakeholders actually reversed their ideological positions over time. This will enable us to better understand why more universal health care arrangements have not been adopted in the United States as has been the case in other industrialized nations. We will take time to examine health care reform “breaking news” should it occur during our time together. The

class will conclude with a look into the crystal ball regarding the future of health care reform, with particular focus on Medicare. Our text, *Remedy and Reaction*, will be supplemented by our reading of primary documents, and by viewing historical videos that document the debate over health care reform. Class format will be approximately 65% presentation and 35% discussion.

- Readings**
1. Paul Starr, *Remedy and Reaction: The Peculiar American Struggle over Health Care Reform*, Yale University Press, 2013, ISBN 978-0300189155. This is the revised edition, paperback.
 2. In addition a packet of readings will be distributed at no cost.

Preparation Time I anticipate each week's required reading will be approximately forty to fifty pages. In addition, I will provide study questions for class discussion. Thus, preparation time will range from 2^{1/2} to 3 hours per week.

Biography Jeff Kichen has been a BOLLI SGL for the past five years. He led a previous version of this course in 2013 and a course on the history of medicine in 19th century. He has also led BOLLI literature courses on Toni Morrison, George Eliot, and Lafcadio Hearn, and a course on the year 1954. He is currently an instructor in Public Health at the University of Massachusetts, and Director of Health Policy for The Roche Associates of Wilbraham, Massachusetts. He has a master's degree in public health and a bachelor's degree in history.

H&G7-5b-Mon3 The Forgotten War: Korea in History and Memory

Leader – Matt Linton

Monday – Course Period 3 – 2:10 pm to 3:35 pm
5 Week Course – April 23 – May 21

Description The Korean War is often called “the forgotten war” by historians. Nestled between the thrill of victory in World War II and the agony of retreat in Vietnam, the Korean War was different. It tells no familiar story— neither a tale of triumph over Hitler nor the story of the limits of American power in a Cold War context. This course will examine the causes of the Korean War, analyze the conflict itself, and investigate how the war has been remembered in the United States, China, and the Koreas. It will conclude with a discussion of how the Korean War has shaped current international relations. The course will be discussion-based with a few short lectures.

Readings Bruce Cumings, *The Korean War: A History* (New York City: Modern Library, 2011).

Preparation Time 2-3 hours per week

Biography Matthew D. Linton is the Graduate Foundations Lead at Brandeis University and a Research Assistant at Harvard Business School. He specializes in 20th century American intellectual and political history. His dissertation explores the creation of Chinese area studies and its relationship to the national security state during World War II and the Cold War. His work has appeared in the *Journal of American-East Asian Relations*, the Society for U.S. Intellectual History blog, and the *Encyclopedia of War: Social*

H&G10-5a-Mon3 From Somerset to Shelby: Five Legal Cases That Framed Race Relations in the United States for the Last 350 Years

Leader – Saul Schapiro

Monday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course – March 5 – April 9

(No Class April 2 for Spring Break)

Description This course will explore in detail five major court decisions that directly address the institution of slavery and relations between black and white Americans. The first case, *Somerset v. Stewart*, was decided in England under English common law in 1772, just four years before the American Declaration of Independence proclaimed that “all men are created equal.” The next decision, the infamous *Dred Scott* case, was decided by the U.S. Supreme Court in 1857 and was an important factor leading to the Civil War. Both *Somerset* and *Dred Scott* defined legal rights for slaves. The third and fourth decisions, *Plessey v. Ferguson* and *Brown v. Board of Education*, were decided after slavery was abolished in the U.S. They addressed the same legal issue – whether “separate but equal” services for blacks and whites was unconstitutional -- and reached opposite conclusions. The fifth and most recent decision, *Shelby County v. Holder*, decided in 2013, imposed limitations on Federal legislation intended to remedy racial discrimination in voting. The course will begin by exploring the nature of “common law,” i.e., judge-made law in the English and American judicial systems. The course then will examine the historical and political context of the five decisions, review the legal issues presented, analyze the bases for the courts’ decisions, and discuss the decisions’ effects on blacks and whites in America. The course will be interactive, and class discussion will be encouraged.

Readings There are no required books to be read for this course. The SGL will hand out copied materials consisting primarily of the opinions of the courts in each case. Some additional material will be provided to help participants better understand the decisions. Class members are encouraged to read as much about the cases as they like online in advance of each session to facilitate informed discussion.

Preparation Time Participants should spend between 1 and 1/2 and 2 hours per week to prepare.

Biography Saul Schapiro graduated from City College of New York and Harvard Law School. He practiced law in the Boston area for more than 40 years as a litigator and transactional lawyer. He has briefed and argued cases at every level of the Massachusetts State court system, including at the Supreme Judicial Court, and at the Federal courts in Massachusetts. His experience includes civil and criminal cases. Mr. Schapiro represented the Boston Redevelopment Authority in major civil litigation matters for over 25 years, among other governmental and non-governmental entities. He also served as the supervising attorney for the Harvard Voluntary Defender program for eight years.

LIT10-5b-Mon3 Mothers, Madeleines, Music, and Memory: Reading Swann's Way in Search of Marcel Proust

Leader – Hollie Harder

Monday – Course Period 3 – 2:10 pm to 3:35 pm

5 Week Course – April 23 – May 21

Description Why is Proust called the greatest French novelist, comparable to England's Shakespeare or Spain's Cervantes? How can Proust's seven-tome novel, *In Search of Lost Time*, have the reputation of being at once a literary leviathan and a witty, enchanting, and profound book that gives readers a Proustian lens through which to see life in fundamentally new and innovative ways? As *Swann's Way*, the first volume of this opus, unfolds for us, we will identify principles that structure Proust's literary, social, cultural, historical, and artistic world of turn-of-the-century France and the avant-garde perspectives that fundamentally call into question and reshape that world. This course is designed to accommodate first-time as well as experienced readers of Proust. In our discussions that will draw from art, literature, history, culture, sociology, and psychology, participants will discover, for example, how this novel distinguishes itself from traditional nineteenth-century works, as well as the ways in which Proust's writing signals a fundamental shift in modern sensibilities; they will uncover the secret of the famous "madeleine" scene and develop a working definition of the adjective "Proustian"; and they will come away with a deep appreciation for Proust's range of humor and for his delight in the everyday world that is woven throughout this deeply intellectual, esthetic and philosophical work. In keeping with Proust's notion that all readers, when they read a book, are readers of themselves, members' contributions to our discussions will play a central role in our analysis of this deeply engaging novel.

Readings *Swann's Way* (volume 1 of *In Search of Lost Time*) by Marcel Proust
Edited by William C. Carter, Yale University Press, 2013.
ISBN: 030018543X (it is important that students get this version)

Preparation Time Members will read about 100 pages per week during the five-week discussion. Reading questions will be distributed beforehand so that members can use them to guide their reflections about the text before we meet.

Biography Hollie Harder is Professor of French and Francophone Studies outside the tenure structure and Director of Language Programs in Romance Studies at Brandeis University. She has published on Proust, Zola, and Houellebecq, and she directs two Proust discussion groups at the Boston Athenaeum. She is currently at work on a project about the Proustian character Albertine as a modern-day Amazon figure.

SCI5-10-Mon3 Wilderness Gas Station: An Environmental History of Alaska

Leader – Phil Wight

Monday – Course Period 3 – 2:10 pm to 3:35 pm

Description For over 150 years, Alaska has been “the last frontier” of natural resources, wilderness, and adventure—a place where men and women believed they could become rich, be free, and experience primeval nature. In the late 19th century, these forces converged to create an alluring and paradoxical place. As Alaska’s former Governor Jay Hammond quipped, Americans want Alaska to be both their wilderness refuge and their gas station. More than any other state, Alaska is a microcosm of American settlement and the conflict between natural resource development and preservation. The history of Alaska is the story of the American West—not just as a place, but as a process of indigenous dispossession, settler-colonialism, capitalist commodification, and American modernization. As the state’s motto “North to the Future” portends, Alaska has also been in the vanguard of establishing a guaranteed minimum income (the Alaska Permanent Fund) and experiencing the effects of climate change. This course pays particular attention to energy and the environment while tracing Alaska’s fascinating history from Russian colonization to the Gold Rush, World War II, native rights, and contemporary petro-politics. We explore how various interests have coveted Alaska and how this contestation produced a paradoxical place that reflects the needs and desires of modern America. The course will be a mixture of presentation and discussion. The instructor has just returned from six months of dissertation fieldwork in Alaska and will be presenting a variety of his primary sources and photographs.

Readings All readings will be provided digitally. Students are not required to purchase any books.

Preparation Time 1.5 hours, ~60 pages per week.

Biography Philip Wight is a Rose and Irving Crown Fellow and Ph.D. Candidate in history at Brandeis University. He studies global histories of energy and the environment. He has taught two BOLLI courses in the past: “Heating Up: A History of the Climate Change Debate” and “The Burning Question: A Global History of Energy Poverty and Climate Justice.” He is currently at work on his dissertation: “Arctic Artery: An Environmental History of the Trans-Alaska Pipeline System.” When not cloistered in the archives, he enjoys backpacking, cycling, kayaking, and traveling.

FILM2-5a-Tue1 Steven Spielberg and His Films

Leader – Irwin Silver

Tuesday – Course Periods 1 & 2 – 9:30 am to 12:35 pm

5 Week Course – March 6 – April 10

(No Class April 3 for Spring Break)

Description Steven Spielberg is one of the greatest directors and producers of all time. His films have had great meaning and many have been historic in nature. He has had many blockbusters and successful movies. We will watch five of his most successful films, followed by class discussion. The movies that

we will be watching and discussing will include: *Jaws*, *E.T.*, *Catch Me If You Can*, *Bridge of Spies*, and *Saving Private Ryan*.

Readings SGL will supply readings from a variety of sources by e-mail.

Preparation Time 1 hour per week

Biography Irwin Silver received a Bachelor of Science degree with a major in accounting and finance from Northeastern University, where he later served as an adjunct professor. He spent 46 years in the investment industry with a national firm, retiring as a First Vice President-Investments. Irwin has devoted much time as a volunteer for charitable organizations and political organizations. In his younger years he was an avid skier. He has taught many film classes at BOLLI.

LIT3-10-Tue1 Another Country: The Literature of the American South

Leader – Kathryn Bloom

Tuesday – Course Period 1 – 9:30 am to 10:55 am

Description To many people living in New England, the American South is another country. They do things differently there. At a time during which the United States seems so economically and regionally divided, this course seeks to provide insight into the American South through its literature. We begin and end with discussions of Harper Lee's *To Kill a Mockingbird* (1960), one of the most beloved novels of our time. But is this the only way to look at and think about the South? Together, we will explore other Southern literature to identify different perspectives. Our reading will include Walker Percy's novel *The Moviegoer* (1961), William Faulkner's novella *Spotted Horses* (1931), and a selection of short stories by Southern authors ranging from the well-known to the obscure. The course involves preparatory reading each week and active participation in class discussion.

Readings William Faulkner, *Spotted Horses* (This can be read online at no cost at <https://biblioklept.org/2014/05/13/spotted-horses-a-short-story-by-william-faulkner/>.)

Harper Lee, *To Kill a Mockingbird*

Walker Percy, *The Moviegoer*

The Signet Classic Book of Southern Short Stories. Edited by Dorothy Abbott and Susan Koppelman. 1991.

Specific editions will be included in the welcome letter to class members. NOTE: It is very important that students order the specific editions requested, as there are multiple versions of some of the texts we will be reading.

Preparation Time 2-3 hours per class

Biography Kathryn Bloom is a doctoral student at Northeastern University, where she is completing a dissertation on the fiction of Edna Ferber and Fannie Hurst. She has led courses at BOLLI in Jewish literature, Canadian literature, New Jersey literature, and World War I literature.

SCI3-5b-Tue1 Our Energy Future

Leader – Carl Lazarus

Tuesday – Course Period 1 – 9:30 am to 10:55 am
5 Week Course – April 17 – May 15

Description Fossil fuels are responsible for the unparalleled improvement in the standard of living around the world since 1800. In the last few decades China has been pulled out of poverty and India and other developing countries have made great progress. Unfortunately, the world must kick its dependence on fossil fuels in order to avoid catastrophic climate change. What are the prospects and problems of the various carbon-neutral energy sources? Will we be able to have a world of abundance, or will it be one of scarcity? This course will explore the concept of a “carbon budget” and how to use it wisely, and examine the known alternative energy sources: solar, wind, hydro, nuclear, biomass and geothermal. We will look at the related issues of energy storage and a “smart” grid, both essential for using intermittent power sources such as wind and solar. We’ll consider the advantages and disadvantages and the challenges, technical and economic. Carbon capture and sequestration will also be examined, as a solution that has been proposed to permit continued use of fossil fuels without atmospheric release of CO₂. Classes will consist of a mixture of lecture and discussions.

Readings *Our Renewable Future* by Richard Heinberg and David Fridley.
There will also be some short online materials.

Preparation Time About 40 pages per week from the text, plus occasional short online articles.

Biography Carl Lazarus studied chemistry at Yale and biochemistry at Brandeis, but subsequently studied computer science at MIT and made his career in information technology. He wrote software and managed software development for the health care industry, and later managed various online services. In retirement he has been reading avidly on climate issues and has recently been attending visiting scientist lectures at the MIT Energy Initiative.

LIT9-10-Tue1 Introduction to Science Fiction: What is Sci-Fi and Why Should We Read It?

Leader – Dennis Greene

Tuesday – Course Period 1 – 9:30 am to 10:55 am

Description The objective of this course is to introduce the joy of reading science fiction to those who may be unfamiliar with the genre, and offer experienced sci-fi fans the opportunity to revisit a number of classic works which have withstood the test of time. We will discuss what we mean by “speculative fiction”, and try to distinguish “science fiction” from “fantasy” literature. We will survey notable works from several sub-genres, including “hard”, “soft” and “dystopian” science fiction, and “sword and sorcery” fantasy literature. We will also discuss science fiction in film and television. Readings will include *Foundation* by Isaac Asimov, *The Princess of Mars* by Edgar Rice Burroughs, *Ringworld* by Larry Niven, and selections from Asimov’s robot stories. The emphasis will not be on scholarly analysis or literary criticism, but on plot, characters, core ideas, dialogue and those other elements which enable us to escape the here and now and embark on imaginary journeys. The classes will consist of some presentation by the SGL covering the definition of science fiction, a survey of the various genres and summaries of some of the most notable sci-fi literature, but the majority of class time will be devoted to class discussion, and enthusiastic participation is encouraged.

Readings *The Princess of Mars* by Edgar Rice Burroughs (159 pages)

Foundation by Isaac Asimov (296 pages)

Ringworld by Larry Niven (342 pages)

Selection of Asimov’s short stories and novellas involving the laws of robots, including *I, Robot* stories and *Caves of Steel* (Handout, No charge)

Preparation Time 75-100 pages of light reading. No more than 2 hours per week.

Biography Dennis Greene has been a member of BOLLI for two semesters. He earned an engineering degree from Lafayette College, and both an MBA and a JD degree from Boston University. He spent five years working as an engineer and then 40 years as a lawyer. Dennis has no relevant education or teaching experience. His only credential for teaching this course is his 60 years as a pop culture geek and junkie. He saw *The Day the Earth Stood Still* in 1951, when he was seven years old and has been hooked on speculative fiction ever since.

SOC3-10-Tue1 What’s Justice Got to Do with It? Justice and the Right Thing to Do

Leader – William Grogan

Tuesday – Course Period 1 – 9:30 am to 10:55 am

Description The question, “What is the right thing to do?” is one everybody faces. Whether we are discussing our personal lives, society, or government, we all have beliefs about what is just and how we should live. In this course, we will explore these intuitions alongside Harvard University professor Michael Sandel to understand the weighty concept of justice. Each week, we will watch one of Sandel’s online lectures from his renowned Justice course at Harvard and engage in discussion about contemporary social issues to challenge our intuitions about justice and sharpen our reasoning about ethical questions. Following Sandel, we will explore topics such as affirmative action, income distribution, assisted suicide,

surrogacy, same-sex marriage, abortion, stem cell research, debates over human rights and property rights, and more. Students will be expected to watch the corresponding lectures by Michael Sandel prior to class each week; classroom time will be split between an in-class presentation of Sandel's material and discussion of the important and exciting topics introduced by each week's lecture.

Readings Michael Sandel, *Justice: What's the Right Thing to Do?* (Farrar, Straus, and Giroux, 2010). Additional readings may be consulted; these will be optional and made available online as needed.

Preparation Time 1.5 - 3 hours

Biography William Grogan is a graduate student at Brandeis University where he is currently pursuing his M.A. in Philosophy. Having helped teach ethics in the past, William is particularly interested in the way our underlying philosophical commitments inform our everyday beliefs and our ability to reason consistently with these commitments. Beyond ethics, his research interests include epistemology, philosophy of mind, and existentialism. William holds a B.S. in Practical Ministries from Southeastern University where he studied divinity, philosophical theology, religious epistemology, and ethics.

ART3-10-Tue2 Nevertheless, She Persisted: Remarkable Women in Western Art

Leader – Suzanne Art

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

Description Women have been creating works of art since earliest times – weaving, embroidering, illustrating manuscripts, even composing melodies. During the Renaissance, certain women gained access in artists' studios (usually through family connections) to try their hands at painting in oils. Although they occupied an inferior status to their male counterparts, they proudly signed their paintings. This was the beginning of a quiet revolution: Despite the difficulties they encountered in training, travelling and selling their work, to say nothing of the discrimination imposed by the male-dominated art academies, many women gained recognition in their own times. Sadly, they were usually forgotten after they died. Few people wanted to acquire their paintings, unless, as often happened, they were attributed to male contemporaries! Happily, in recent years, curators and art historians, and feminists in general, have promoted the role of women in the arts. Nowadays, galleries and exhibits devoted to the likes of Élisabeth Vigée Le Brun attract huge crowds. A recently discovered small painting by Baroque artist Artemisia Gentileschi sold for \$2 million; a floral painting by Georgia O'Keefe went in 2014 for \$45 million. Times are clearly changing for the ladies! This course will examine the lives and experiences of women artists from the Renaissance to the early 20th century – focusing upon the familiar as well as the not so familiar. There will be a combination of presentation and discussion.

Reading All assignments are online: brief biographies and articles as well as videos of art historians and noted curators discussing specific paintings.

Preparation Time About an hour and a half

Biography Suzanne has always loved art and history. Her favorite pastime is “experiencing” the paintings in art museums. She has a BA in History, an MA and ABD (all but dissertation) in the French Language and Literature, and an MA in Teaching. She taught history for 16 years at a private school. During that time, she also wrote a series of twelve history books, a major feature of which is the study of art in a given culture. She has taught five courses at BOLLI: Painters of the Italian Renaissance, Three Giants of the Northern Renaissance, Let’s Go for Baroque, From Frou-frou to Heroic: Painting in 18th and early 19th Century France, and Remarkable Women in Western Art.

LIT2-5a-Tue2 *Crime and Punishment* and Moral Turmoil in the 21st Century

Leader – Avi Bernstein

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course – March 6 – April 10

(No Class April 3 for Spring Break)

Description *Crime and Punishment* by Fyodor Dostoevsky is remembered as a classic, forbiddingly dense but invitingly rich in characters and ideas. We will approach this text with a special interest in whether modernism can deliver on its own aspirations as a literary movement. In its time, this movement made a titillating promise. “I will help you understand and respond to the human predicament, if only you will read me carefully and with discernment,” the texts of Dostoevsky, Turgenev, Mann, Woolf, and Kafka seem to say! “If God, scripture, and religious community have let you down, become an object of indifference or even contempt for you, nevertheless my texts and the community of readers around them will be there for you.” In *Crime and Punishment*, the enigmatic protagonist, Raskolnikov, a character who insists he is a law to himself, stands in for the perverse directions our modern aspiration to autonomy can take. As a counterpoint to the protagonist’s perversity, the examining magistrate, Porfiry, puts into play a moral challenge – whether theological, jurisprudential, or ethical we will need to decide – that readers must contend with, both as connoisseurs of the text and in their lives beyond the classroom. *Crime and Punishment* will provide us with a sublime opportunity to weigh the merits and demerits of modernism, and measure the quality of our own moral insight, because whether judged as a psychological tract, a character study, or a moral inquiry, it is so compellingly good.

Readings Students must purchase this exact translation and edition of *Crime and Punishment*: Penguin Classics Deluxe Edition, by Fyodor Dostoevsky translated by Oliver Ready (July 14, 2015) ISBN-0143107631 or ISBN- 978-0143107637

Preparation Time Members are asked to read the book prior to the start of class, if possible, and to reread sections of 50 to 75 pages in advance of each session. If members are reading the book for the first time concurrently with taking the class, reading will be approximately 150 pages per week.

Biography Avi Bernstein is the director of BOLLI, and holds a doctorate in religious studies. Previous BOLLI courses have taken up the literary work of Nathaniel Hawthorne, Franz Kafka, Thomas Mann, Iris Murdoch, and Virginia Woolf.

SCI4-5b-Tue2 Problem Solved: Finally, Mathematics Problems That Everyone Understands

Leader – Bill Thedford

Tuesday – Course Period 2 – 11:10 am to 12:35 pm
5 Week Course – April 17 – May 15

Description This course looks at easily understood problems that took decades, centuries, or millennia to solve. For example, using a compass and straight edge to divide any angle into 3 equal parts is a problem from ancient Greece that was not solved until the mid-19th century. More recently a NH professor proved that only 4 colors are necessary to color a map. What was so hard? We will also examine the false proofs that $1 = 2$ and that all triangles have 2 equal sides. What went wrong? We will conclude the course with a discussion of men and women of mathematics and how their work affects our daily lives. Individuals with a course in high school algebra (first course) and geometry will have no difficulty in understanding the problems and solutions. The solutions will be described in general terms with references for those that want to look more deeply.

Readings There is no text. Internet sites will be referenced and some material will be distributed.

Preparation Time Approximately 2 hours.

Biography Bill Thedford has had a life-long interest in the evolution of mathematics from ancient times to the present. His recent retirement from 40 years as an aeronautical systems engineer affords him the time to return to his favored interest. Bill received a Ph.D. in pure mathematics in 1970. He taught the entire undergraduate and graduate curriculum in mathematics. During the last 47 years he taught classes to all levels from 5th graders in a summer program to systems engineers learning a new discipline.

LIT1-10-Tue2 Hamlet: Prequels and Re-imaginings

Leader – Barbara Apstein

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

Description “The play's the thing...” and *Hamlet* is a play that has enthralled audiences and stimulated volumes of debate and commentary since it was first performed around 1600. Shakespeare’s best-known tragedy has also inspired generations of writers, artists and filmmakers. In this course we’ll read the play but first we’ll explore the medieval stories from which Shakespeare derived his plot. Then we’ll examine how contemporary writers have taken this tragedy of murder and revenge down new and fascinating creative paths. In *Gertrude and Claudius*, John Updike re-imagines the central adulterous couple; Tom Stoppard’s play, *Rosencrantz and Guildenstern are Dead*, sees the action through the eyes of two

peripheral characters; and Ian McEwan's witty novel, *Nutshell*, gives us a perspective like no other. Most of the class will be devoted to discussion.

Readings Shakespeare, *Hamlet* (any edition that includes line numbers)

John Updike, *Gertrude and Claudius*

Tom Stoppard, *Rosencrantz and Guildenstern are Dead*

Ian McEwan, *Nutshell*

Inexpensive used editions of these works are available from abebooks, Amazon and elsewhere.

The SGL will distribute additional readings.

Preparation Time 2 to 3 hours of reading.

Biography Barbara Apstein received a doctorate in English from the City University of New York. At Bridgewater State University, where she was a professor of English for 35 years, she taught a variety of courses, ranging from *Chaucer* to *History of the English Language* and *Modern British Fiction*. She has published articles on Jane Austen and Virginia Woolf, among other topics. Knowing that BOLLI students like a challenge, she last taught James Joyce's *Ulysses*.

SCI2-5b-Tue2 Five Episodes in the History of Science

Leader – Fara Faramarzpour

Tuesday – Course Period 2 – 11:10 am to 12:35 pm

5 Week Course – April 17 – May 15

Description The history of science and mathematics is a fascinating part of the intellectual development of mankind. In this course we will study five periods in this development. They are the following in sequential order:

- Babylonian and Assyrian Astronomy (1100 BCE). The creation stories: "Enuma Elish" and the Biblical Genesis.
- Greek Science (585 BCE-150 CE). Pre-Socratics and the development of mathematics and observational astronomy. Exploration of the world of living things: Plato's "The Timaeus" and Ptolemy's *Almagest*.
- Greek Thought, Islamic Culture (850-1256 CE). The House of Wisdom in Baghdad: Translation of Greek texts into Arabic, and contributions in mathematics, astronomy and medicine (Avicenna- Cannon of Medicine-1025CE)
- Latin Science (1100-1500CE), and the beginning of university education. Paradigm shift: Copernicus, Kepler and Galileo.
- Modern Science (1500 CE-now): gravity and light, modern astronomy, particle physics and the new creation story (the Big Bang).

Readings Assignments will be posted on the class web site.

Preparation about 2 hours

Biography Fara Faramarzpour's academic background is in physics and astronomy. He enjoys reading about history of science, and how different cultures contributed to the understanding of the physical world through mathematics and experiments.

LIT13-10-Tues3 Revolution and Resistance in Twentieth-Century Poetry

Leader – Jan Schreiber

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm

Description What survives from the tempestuous struggles over poetry in the twentieth century? The spirit of the times encouraged radical departures from once-established norms, and rebellious voices thrived. Even poets with a strong allegiance to tradition found much to admire and emulate in the experimental works appearing on both sides of the Atlantic. Only now, at a remove from the battles once fought between radicals and reactionaries, can we survey the century's achievements with some objectivity. This course will pay close attention to the work of more than two dozen poets who imbibed the anti-establishment fervor that peaked a hundred years ago, even if their poems did not always appear to break rules or flout conventions. Many of the poets and poems in the syllabus appeared in the 2014 course entitled "The Many Faces of Modernism" (e.g. Frost, Auden, Bishop, Lowell), though there are new ones as well (e.g. MacNeice, Snodgrass, Paterson, James). As in that course, emphasis will be placed on close reading, on sound and rhythm, and on poets' techniques for conveying meaning and feeling.

Readings Syllabus includes a chapter from *Sparting with the Sun* by Jan Schreiber. All poems for the course are included in the syllabus, which will be provided in advance.

Preparation Time Members are encouraged to spend at least two hours preparing for each class.

Biography Jan Schreiber received a PhD in English and American Literature from Brandeis in 1972, after which he taught at Tufts and UMass Lowell, edited a literary magazine (*Canto*), and inaugurated the poetry chapbook series at the Godine Press. An author of four books of poetry and many critical articles, he runs an annual symposium on poetry criticism at Western State Colorado University. He has been an SGL at BOLLI since 2012. His book *Sparting with the Sun*, on contemporary American poets and poetry, was published in 2013. His most recent book of poems, *Peccadilloes*, appeared in 2014. In 2015 he was named poet laureate of Brookline, Massachusetts.

H&G8-10-Tue3 Reconstruction: America Attempts to Rebuild Itself and Its Relationship with African Americans

Leader – Steve Messinger

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm

Description America engaged in the bloodiest civil war in the history of the Western Hemisphere. Approximately 620,000 soldiers died from combat, accident, starvation and disease during the war. Some claim the war was about slavery, states' rights or the fear of losing a way of life. The war devastated the

South and saw the emancipation of some 4,000,000 black men and women. How to rebuild the South? What to do for/with the former slaves? The North attempted to answer these questions by a program of Reconstruction. Reconstruction addressed a number of issues: How the eleven seceding states would regain what the Constitution calls a “republican form of government”, and be re-seated in Congress; the civil status of the former leaders of the Confederacy; and the Constitutional and legal status of freedmen and freedwomen, especially their civil rights and whether freedmen should be given the right to vote. Intense controversy erupted throughout the South over these issues. We will look at the status of the black men and women in America, North and South, before and after the Civil War. We will look at Abraham Lincoln’s attempts to address the aftermath of the war and with his death, Andrew Johnson’s failed program of Presidential Reconstruction. We will look at Congress’ approach to Radical Reconstruction and how that program addressed the status of Southern whites who supported the Confederacy, Southern Unionists who remained loyal to the United States, and the freed slaves. We will explore these questions and how Reconstruction ends while blacks become disenfranchised for almost 100 years.

Readings *The Era of Reconstruction: 1865-1877* by Kenneth M. Stamp

Preparation Time Typically one hour per week

Biography Steve Messinger has degrees in chemical engineering from Columbia University and spent his career in technical marketing of membrane processes to the pharmaceutical, dairy, and water industries. During his travels, plane time gave him the opportunity to read, become interested in, and finally passionate about history. While he has read widely on all Western history, he has had an ever growing fascination with the formation of this country. He has read extensively and hopes to transmit some of the passion he has developed. This will be his sixth opportunity to be an SGL. All of the classes that he has led have concerned the formation of this country.

H&G9-10-Tue3 The European Lost and Found: Displaced Persons after World War II

Leader – David Nevard

Tuesday – Course Period 3 – 2:10 pm to 3:35 pm

Description In the late 1940s, “DP” was a term – sometimes pejorative – to describe Europeans who didn’t seem to belong anywhere. Thin, tired, wearing donated clothing, they waited in crowded “camps,” mostly former army barracks. The camps were assigned by nationality, with the Jews being counted as a separate nation. The DPs could not return to their home countries, but it seemed no nation on earth was willing to take them. Over 400,000 displaced persons eventually came to the United States. Their children and grandchildren have become part of American society, but the story of their struggles is largely forgotten. We will focus on the stories of individual DPs. Their backgrounds were varied -they had been forced laborers, prisoners of war, concentration camp survivors, people who’d spent the war in hiding or in Siberia. They began new lives in the camps, where Jews, Ukrainians, Poles, and Baltics formed communities. We will also look at high-level policy - how Americans like Harry Truman, Dwight Eisenhower, Eleanor Roosevelt (and even Ronald Reagan and Fiorello LaGuardia) worked to help the displaced. DPs were personally affected by Cold War politics, and were actively involved in the birth of the State of Israel. The SGL will introduce each topic, illustrated with slides and brief videos. This will be followed by discussion; personal family stories will be encouraged.

Readings *DPs: Europe's Displaced Persons, 1945-1951*, by Mark Wyman, Cornell University Press.

Preparation Time 20 pages per week plus some additional readings (1 to 2 hours).

Biography David Nevard grew up in Waltham and now lives in Worcester. While in high school he took some advanced courses at Brandeis, including European Politics with Roy Macridis, which started a lifelong interest in the history and politics of Europe. David attended UMass-Amherst majoring in English, and then spent over 30 years in the corporate world – first in accounting and then information technology for Staples, Inc. David has furthered his interest of history with several courses at BOLLI over the past four years. His wife's family were displaced persons after World War II, which inspired this course.

ART4-5b-Wed1 Hidden Gems: Ins and Outs of Four Small Art Museums

Leader – Elaine Dohan

Wednesday – Course Periods 1&2 – 9:30 am to 12:35 pm
5 Week Course – April 18 – May 16

Description Most of us know about the famous art museums in the area. The smaller museums are precious gems hidden all around Boston, each containing treasures we rarely see. In this course we will visit four of these small museums in close proximity to our Turner Street BOLLI location. Among our adventures in the past we have visited the following: Addison (Andover Academy), Davis (Wellesley College), Fuller Craft Museum (Brockton) and the Rose (Brandeis University). Our first class will be a lecture on contemporary/modern art. On each of the subsequent four weeks we will meet at one of the museums listed above, and/or others of similar size and proximity. Trained docents will conduct tours of the current show at each facility. Exact starting times and lengths for class meetings will vary from week to week, due to the museum openings and necessary travel time. Each session will be scheduled for the first two periods on Thursdays and class members can expect to be back at Turner Street for Lunch & Learn and third period. This is not a “repeat” course. Our emphasis will be on the new exhibits in each.

Readings Readings and/or videos for each museum exhibit will be sent by email to class members when exhibits are announced by the museum.

Preparation Time 1 to 2 hours

Biography Elaine Dohan has led this course three times. In the past she also co-led two literature courses and has served on several committees at BOLLI where she has been a member since 2000. In a previous life she was a middle school teacher in Sudbury.

LIT12-10-Wed1 Reel Literature #3: The Genius of Sir Alfred Hitchcock, Master of Suspense

Leader – David Moskowitz

Wednesday – Course Periods 1 & 2 – 9:30 am to 10:55 am

***NOTE: This course will run during Periods 1 & 2 on weeks 2, 4, 6, 8, and 10. Weeks 1, 3, 5, 7, and 9 will be Period 2 only.**

Description This will be the third “Reel Literature” course offered by this SGL; its predecessors considered works of authors Graham Greene and Elmore Leonard. The concept involves studying the underlying literature one week and then, in the following week during a double period, collectively viewing the film adaptation to discuss what succeeds and what doesn’t, changes (additions/deletions) made, casting, role of soundtrack, etc. While the format remains unchanged, the focus instead now will be on the director/filmmaker as its common thread, essentially a reverse approach. The SGL has long admired the films of Alfred Hitchcock and has read many works on which his films were based, selecting five (4 novels, 1 short story) principally on their literary merits and moderate length, and how the movie reflects its source. So, our course treats five authors sharing one director. We will be studying how Hitchcock and the screenplay authors translated these works into film. Is there a truly distinctive Hitchcock voice? In reading these works do we, the reader, instantly sense what a wonderful suspense-laden film it might make? Is there a commonality in these films so that if we were unaware that they shared a director it could have been intuited? Hitchcock’s stylistic trademarks include the use of camera movement that mimics a person’s gaze, forcing viewers to engage in a form of voyeurism. Additionally, he frames shots to maximize anxiety, fear, or empathy, and used innovative forms of film editing. Members must read each work in its entirety before that work is discussed in class.

Readings *To Catch a Thief* by David Dodge

It Had to be Murder by Cornell Woolrich [This is the short story on which Rear Window was based and will be distributed by SGL via email]

Vertigo by Boileau-Narcejak (In translation from *D’entre les morts*)

Psycho by Robert Bloch

Marnie by Winston Graham

Preparation Time Per Goodreads, all 4 novels are under 250pp and collectively total 869pp. The only preparation time is to read these 4 novels plus 1 short story, so there is approximately 90 pages to read on average per week.

Biography David Moskowitz is a graduate of Penn’s Wharton School and Harvard Law School. His legal career was spent predominantly as a general counsel, including 11 years as Brandeis’ initial general counsel. This is his 9th BOLLI-led course (18th time leading), and sixth literature course. This course combines David’s interests in both literature and film in a format that was successfully implemented with the novels of Graham Greene and Elmore Leonard. The SGL encourages dynamic, vibrant class discussions to which he adds humor.

SCI1-5a-Wed1 Get a Move On: How and Why Things Move the Way They Do

Leader – Jerry Baum

Wednesday – Course Period 1 – 9:30 am to 10:55 am

Five Week Course – March 7 – April 18 (No Class April 4 for Spring Break)

***Please note this class will not meet March 28, and will run until April 18.**

Description We live in a world of moving objects, from human-sized (baseballs and cars) to gigantic (cruise ships and freight trains), from incredibly fast (bullets and planets) to stationary (a salt shaker or 60 Turner Street). Yet the motions of all these disparate objects can be described by only *three* laws: Newton's Laws of Motion. We will start with Aristotle's concepts of motion; concepts so 'obvious' that, even today, they are the way most people (mistakenly) understand the world. The course then skips two thousand years to the astronomers Copernicus, Brahe, Galileo, and Kepler (circa 1500-1600), who set the stage for the intellectual revolution of Sir Isaac Newton (c. 1700). Sir Isaac's revolutionary ideas about moving objects form the majority of the course, as we come to understand how his three laws describe the motions you experience every day. We'll conclude with a whirlwind visit to Einstein's space- and time-bending theories of special and general relativity. No technical background is needed, just a willingness to observe and to think about motions in the world around you. The focus is on how Newton's Laws of Motion explain your observations, using SGL presentations and demonstrations, and class discussions. We'll also see how scientists come to believe what they believe and how they test those beliefs. And we will learn that rockets don't move because of "action-reaction," there is no such thing as *centrifugal* force, and Einstein said one physical quantity is always *constant*, not relative.

Readings There will be some book recommendations for optional reading, but no books will be required. Some online reading and video viewing may be suggested.

Preparation Time Maybe an hour or two: to observe and record examples of motions as you go about your daily activities, to read handouts and online articles, and to view online videos.

Biography Jerry Baum is a science communicator, with the ability to speak "science" to both technical and non-technical audiences. Those audiences have included high school students, research colleagues at conferences, and museum visitors. Jerry has a BS degree in physics, with a minor in education, and an MS also in physics. He taught high school for ten years, to students with abilities ranging from AP-level to 'non-academic,' where he emphasized lecture-demonstrations and hands-on laboratory experiences. He retired in Spring 2016 after twenty-seven years on the research staff at MIT Lincoln Laboratory. While at Lincoln, he volunteered on a team that collaborated with the Museum of Science to create an exhibit kiosk and played a key role 'translating' between the Lincoln engineers and the Museum staff members.

Gym1-10-Wed1 Muscles and Movement

Leader – TBA

Wednesday – Course Period 1 – 9:45a.m.-10:30a.m.

Location Gosman Sports and Convocation Center

There will be a \$30 charge (\$3 per class) to BOLLI Members.

Registration for Muscles & Movement runs from July 18 through August 4. Spaces in the fitness course will be assigned by lottery and do not impact your study group assignments.

Description Have fun and keep moving through a variety of exercises designed to increase muscle integrity, balance, and range of movement. This class will use free weights, physio balls, resistance bands and other equipment to target the upper and lower body muscles. Build endurance for daily living. Maintain core strength to prevent back pain. Develop or maintain flexibility to prevent injury. This class is appropriate for participants seeking low and/or medium intensity exercise. Weights and equipment will be provided. Strong body, strong mind, enduring spirit!

ART1-5a-Wed2 Up Close and Personal: Edward Hopper

Leader – Nancy Alimansky

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

Five Week Course – March 7 – April 11

(No Class April 4 for Spring Break)

(An identical course will also be offered on Thursday – Course Period 2 – during the second 5 weeks)

Description This course will focus on Edward Hopper, an icon of American art, and will use the reading and supplementary materials as a background to analyzing his art. Particular interest will be paid to the relationship between Edward Hopper's personal life and his work. For this reason the assigned reading will be substantial. We will use a definitive biography by art historian Gail Levin, considered to be an expert on Hopper's life and art. The source materials for Levin's book are writings by Hopper's wife, Josephine. The class time will be divided between discussion and lecture. Together we will analyze the content, composition, color, value and other design principles of images (some of which are referenced in the text) that will be shown in class. By the end of the course class members will gain an understanding of who Edward Hopper was, his complicated relationship with his wife and what motivated him in his work. This course repeats material from a ten-week course given a few years ago titled "Up Close and Personal: The Lives and Art of Edward Hopper, Thomas Hart Benton and George Bellows."

Readings *Edward Hopper, An Intimate Biography*, Gail Levin, Alfred A Knopf, 1995 edition. Plenty of used copies on Amazon and also in the library.

Preparation Time About 100 pages a week.

Biography This will be Nancy Alimansky's tenth teaching experience at BOLLI. All her BOLLI courses have been very well received. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University where she taught courses in management and technology as well as studio art. For three years as a docent at the Davis Museum at Wellesley

College she conducted tours for various exhibits. Nancy has a B.A from Wellesley College where she majored in French, a M.A.T. from Harvard Graduate School of Education and an M.B.A. from Boston College. She has been a professional artist for more than 25 years.

CE1-10-Wed2 Current Events

Leader – Lois Sockol

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

Description We live in a complex time when what happens in one part of our world affects us all, which requires us to stay informed as the world rapidly changes. This course is designed to inform, to discuss current news stories, and provide thoughtful analysis. In most sessions, our attention will be divided between world events and national news. Class members are encouraged to present reports, lead a class discussion on a current topic, and take part in group discussions. Interest in and keeping up to date with the news are the only prerequisites.

Readings Access to newspapers, news magazines, and web sources will be required.

Biography Lois Sockol taught children and adults for 25 years. Her undergraduate degree is from Boston University with a masters from Lesley College. The bulk of Lois' professional years were spent in the Newton Public Schools where she taught children and was a consultant to teachers. She was an educational consultant to schools throughout New England. After retirement, Lois again became a student, and a writer of short stories. Four of her short stories have been published: one in a literary journal, and three online. Retirement allows Lois to feed her Current Events habit. BOLLI affords the opportunity to share with others who habitually follow the news.

LIT15-10-Wed2 The Advent of American Theater: The Dean and His Disciples

Leader – Lois Ziegelman

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

Description Until the early 20th century American theater could best be described as an oxymoron; in other words, there had been no significant body of theatrical works in America. Perhaps the only memorable performance took place on April 14, 1865 at Ford's Theater; and probably most people can't even recall the name of the play. It was *Our American Cousin*. Then, in 1915 Eugene O'Neill arrived on the scene with a series of intensely absorbing plays. Inspired by O'Neill's success, a number of brilliant playwrights emerged and American theater, no longer an oxymoron, attained world recognition. An

opportunity will be provided for voluntary reading aloud of scenes from the plays by the “thespians” among us. This course will be mostly lecture with guided discussion.

Readings Eugene O’Neill – *Desire Under the Elms*

Arthur Miller – *All My Sons*

Tennessee Williams – *A Streetcar Named Desire*

Susan Glaspell – *Trifles*

Thornton Wilder – *The Happy Journey to Trenton and Camden*

Note: This play can be found in the library, but only in collections. To find it in the library, class members should look for one of these 3 collections:

Collected Short Plays of Thornton Wilder Volume 1

Thornton Wilder Collected Plays and Writings on Theater

Long Christmas Dinner and Other Plays in One Act

Preparation Time 2 hours

Biography Lois Ziegelman, Ph.D. Brandeis, is a Professor Emerita from Framingham State College, where she taught World Literature and Drama for thirty-one years. She is the recipient of five fellowships from the National Endowment for the Humanities. She has studied, taught and performed works ranging from Classical Antiquity through the 20th Century.

SOC1-5b-Wed2 Sapiens: A Brief History of Humankind

Leader – Jessica Bethoney

Wednesday – Course Period 2 – 11:10 am to 12:35 pm

Five Week Course – April 18 – May 16

Description While other species have had to adapt to their environments or perish, *Homo sapiens* have managed to occupy the entire planet and adapt the environment to suit itself. Using Yuval Harari’s internationally best-selling book *Sapiens* as our guide, we will examine the unique features of our species that enabled this global feat and its implications for the future of our planet. Together we will journey to the past to discover that the key to our success lies in our ability to cooperate fueled by the belief in “fictions” such as money, political systems and religion. And we will discover that it was the development of agriculture (which Harari calls “history’s biggest fraud”) that began the transformation of egalitarian hunter-gatherer culture into complex hierarchical societies with great wealth inequality. And finally, we will ride the time machine into a future in which Harari prophesies the melding of *Homo sapiens* with artificial intelligence in a final chapter that serves as a prequel to his latest opus--*Homo Deus* (man as god).

Readings *Sapiens: A Brief History of Humankind* by Yuval Harari

Preparation Time 75 pages a week

Biography Jessica Bethoney, a professor at Bunker Hill Community College, has two master's degrees—one in Intellectual History from Brandeis University and the other from Tufts University in Counseling Psychology. For the past five years she has taught an honors seminar in evolutionary biology at Bunker Hill entitled “Wired for Culture” and prior to that taught courses in American Culture designed for students from other cultures. Professor Bethoney is also a certified intercultural trainer and has done numerous workshops for immigrants and refugees in understanding American culture.

H&G3-5b-Wed3 The Reluctant Ally: America's Entry into World War II

Leader – Fran Feldman

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Five Week Course – April 18 – May 16

Description As German bombs rain down on Britain, bringing the country to its knees, Prime Minister Winston Churchill desperately searches for help from the United States, the only country that can save his homeland. To do so he enlists the support of three prominent Americans living in London during the darkest hours of the war. Edward R. Murrow, the head of CBS News in Europe; John Gilbert Winant, the U.S. ambassador to Britain; and Averell Harriman, the administrator of the Lend-Lease program in London, answer the call with courage, ingenuity, and passion. The course text, *Citizens of London* by Lynne Olson, vividly describes the three men's efforts to persuade a very reluctant America to partner with Great Britain in resisting the Nazi onslaught in Europe. Some of the topics that will be examined during the term include the isolationism that pervaded America until December 1941, America's lack of readiness for war, the personalities of Churchill and Franklin Roosevelt, the role of the press, of diplomacy, and of the military-industrial complex during the war years, and the degree of cooperation among the Allies as the war progressed. Classes will be conducted by discussion with no lectures. NOTE: Study group members should be prepared to actively participate in discussions and to offer reports on relevant topics related to the war effort.

Readings *Citizens of London* by Lynne Olson

Preparation Time Approximately 80 pages of reading a week

Biography Long interested in government and history, Fran Feldman majored in government at Smith College, received a Master of Arts in Teaching (in history) from Yale, and taught social studies in middle school. Later, in California, she embarked on a second career editing cooking, gardening, crafts, and home improvement books for Sunset Books. After returning home to the Boston area, she worked as an administrator and financial trainer in the Faculty of Arts and Sciences at Harvard. Her passions include golf, traveling, and volunteer work. Previously at BOLLI she taught "The Remarkable Roosevelts" (Franklin and Eleanor) and “Allies and Adversaries: Theodore Roosevelt and William Howard Taft.”

ART7-5a-Wed3 Architecture: Learning to Look

Leaders – Lawrence & Caroline Schwirian

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Five Week Course – March 7 – April 11

(No Class April 4 for Spring Break)

Description In the first century BCE Roman architect Vitruvius Pollio identified three elements for a well- designed building: *firmitas*, *utilitas* and *venustas* or firmness, commodity and delight. Frank Lloyd Wright is quoted as saying “The mother art is architecture; without an architecture of our own we have no soul of our civilization.” Goethe said “I think of architecture as frozen music,” and Churchill “We shape our buildings; thereafter they shape us.” There are as many definitions of architecture as there are architects, poet/playwrights and politicians. This will be a survey course; the architectural movements of the past one-hundred fifty years will be reviewed. We will also discuss in class how a number of noted architects have tried to articulate the essence of architecture and how their buildings reflect their design intent. We will look at a number of buildings in the Boston area and discuss why they are considered by architects to be worthy of note. There will be some lecture but classes will be primarily interactive discussions based on the previous week’s homework. Homework each week will consist of videos from PBS and YouTube as well as occasional readings.

Readings Readings will be listed in the class syllabus and will be from the world wide web.

Preparation Time 90 minutes per week homework viewing videos + occasional reading

Biography Lawrence and Caroline Schwirian met in architecture school at Case Western Reserve University. As licensed architects for over forty years, they have worked for a number of prestigious architectural firms in the Boston area including The Architects Collaborative, SOM, Stubbins, Don Hisaka, Sasaki, Shepley Bulfinch and Goody Clancy. Larry has taught at Boston Architectural College, Wentworth Institute and New England School of Art and Design. They live in an architect designed house dating from 1849 and spearheaded the effort to create the Auburndale Local Historic District in Newton. They have given many talks on the history of Auburndale as well as walking tours and are involved with historic preservation. Now semi-retired, their firm, Caroline and Lawrence Schwirian Architects, provides consulting, and design for small commercial and residential work. Having worked primarily on the more technical side of architecture, they look forward to helping others to better understand the essence of architecture.

DRA1-10-Wed3 Yet Another Scene-iors Adventure

Leader – Becky Meyers

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Description This spring we will study one or more contemporary one-act plays, and the semester will culminate in a dramatic presentation for Lunch & Learn. Exactly which play or plays we present will depend upon the makeup of the class. Candidate plays include *Feathertop*, a dramatization by Maurice Valency of a story by Nathaniel Hawthorne. Other possibilities are works by Christopher Durang, Richard Greenberg, David Hare. In recent years our troupe has included both “old-timers” and “new-comers”. Even more “newbies” will be welcomed enthusiastically. Over the past few years, the Scene-iors classes have become quite adept at dramatic presentations, but new class members bring new sets of skills and insights that enrich the theatre experience for everyone! Study group members should plan to attend all sessions, especially the dress rehearsal, and of course the presentation scheduled for the last Thursday of the semester, May 17. Neither memorization nor prior theatre experience is required. Enthusiasm for drama and commitment to the team are all that’s necessary. As always, the Scene-iors would like to welcome folks who are just dying to be on stage, as well as others a little shy who are more comfortable participating backstage and out of the spotlight! In addition to acting roles, the off-stage roles include such things as: Dramaturg: historical context and interpretation, Set Designer: stage layout and furniture, Choreographer: blocking (movements on stage), Property Manager: acquisition of props, Technician: sound, lighting, computer effects, Costume Designer: acquisition of costumes, Stage Manager: overall coordination, Publicist: announcements, posters, programs.

Readings **SCRIPTS:** Works will be selected from contemporary anthologies such as *Plays in One Act*, edited by Daniel Halpern (Harper Collins, 1991 paperback, ISBN-10 #0-88001-490-3, ISBN-13 #978-0-88001-490-8). Once the class make-up is known and the choice of play(s) is made, acting editions of the individual pieces can be purchased from Amazon for usually about \$10 each.

SELECTED READINGS: SGL will provide links to online reading materials and/or Xerox copies of selections from texts about dramatic techniques, games and exercises.

Preparation Time Class members will hopefully re-read/study the scripts every week. There may be additional readings provided by the SGL or available online, no more than 10 pages per week. During the last couple of weeks there will probably be extra rehearsals in small groups, at times which are convenient for the participants.

Biography Becky Meyers has re-invented herself while at BOLLI, after working 20 years at Brandeis in the biochemistry department. Back then she was a “lab tech” but now she has been reborn as a “drama queen”. She has taken many play-reading courses at BOLLI, and acting classes with a professional director which featured dramatic games and exercises as well as performance. For several years Becky has led the Scene-iors drama club during the Spring semester. She has directed an adaptation of *Rashomon*, and works by Leonid Andreyev, Clifford Odets, Susan Glaspell, David Ives, A R Gurney, Tennessee Williams and Christopher Durang.

H&G2-10-Wed3 "All Power to the Soviets!" Russian History Between the 1905 and 1989 Revolutions

Leader – Kelsey Davis-Felder

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Description This course will survey the history of twentieth-century Russia, from the 1905 Revolution to the collapse of the Soviet Union. It will cover ten major topics in Soviet and post-Soviet history, and will incorporate historical and literary texts and visual media (film, propaganda posters, etc.) into lectures and class discussion. The course objective is to better understand modern-day Russia by studying the country's history and culture. Therefore, the course will be guided by the following questions: What can Russia's recent history teach us about its present and how have American interpretations of Soviet history clouded our perceptions of the Soviet Union and the Russian Federation? This course is discussion and lecture based.

Readings Course packet, to be distributed by instructor

Required: Abraham Ascher, *Russia: A Short History*, 2nd edition, Oneworld Publications, 2009, ISBN: 978-1851686131 (many used and new copies available on Amazon - \$5-20 respectively)

Recommended: Gregory L. Freeze, *Russia: A History*, 3rd edition, Oxford University Press, 2009, ISBN: 978-0199560417 (many used and new copies available on Amazon - \$5-20 respectively)

Preparation Time Average 50 pages per week (combination of textbook and literature in course packet). Approx. three hours.

Biography Kelsey Davis-Felder is a PhD student in history at Brandeis University, specializing in Russian religious history. She received her master's degree in Russian, East European, and Eurasian Studies from Columbia University in 2015. In 2012, she graduated from Texas A&M University-Kingsville with bachelor's degrees in history and literature. Her dissertation will research Russian religious communities in Harbin (current capital of the Heilongjiang Province in northeastern China) in the early twentieth century.

MUS2-5a-Wed3 Bob Dylan Revisited: Profile of a Nobel Laureate

Leader – John Clark

Wednesday – Course Period 3 – 2:10 pm to 3:35 pm

Five Week Course – March 7 – April 11

(No Class April 4 for Spring Break)

Description This course will explore the important works of American musical legend, Bob Dylan. We will look at five periods of Dylan's career, beginning with his roots in traditional country, blues, and folk

music throughout his formative years and again in the nineties. We will continue through watershed periods in the sixties and seventies, from his political protest phase up through the Christian albums. Finally, as a postscript, we will sketch Dylan's activities this century as he continues to tour and record, writes the first installment of his autobiography, dabbles in film and radio, and becomes the subject of a feature film and a documentary. The Study Group Leader will be adapting a historical context approach to lyrical analysis using some combination of lecture and discussion. His presentations will include still photos, quotes and embedded audio and video. Timeline, lyric and additional reading handouts will be provided. Listening and viewing and guided journaling will be assigned for the week preceding each class session.

Readings Suggested text is Andy Gill's *Bob Dylan: The Stories Behind the Songs, 1962-1969*. This offers excellent background and commentary for half the course. It can be purchased on abebooks.com or Amazon used books for around five dollars. For the second half, readings will be assigned from various other biographies and critical writings with PDFs supplied by the instructor.

Preparation Time Participants will spend 2-3 hours at home working on the following:

- Listen to featured songs and journal their reflections and responses
- Watch featured videos and record observations and impressions of live performances
- Read featured commentary and timeline as background to the week's presentation

Biography John Clark grew up in rural Ohio, attended college in Illinois and graduate school in Massachusetts in the seventies. During the eighties he worked in the music business in Nashville in various capacities. After moving to Atlanta in 1992, he taught high school for six years and adult education for more than twenty years for Emory University and Mercer University; then the past three years for various programs in the Boston area. He created and taught classes on Bob Dylan, music of the 50s and 60s, Americana music and a series called Lyrics as Literature. He guest hosted on several Atlanta radio stations and boasts a combined record/CD collection of over 7,000 recordings.

ART5-5a-Thur1 Boston Skyline: Boom or Bust

Leader – Mitch Fischman

Thursday – Course Period 1 – 9:30 am to 10:55 am

Five Week Course – March 8 – April 12

(No Class April 5 for Spring Break)

Description Boston is currently sustaining a real estate development boom not seen in over 50 years. This course will survey Boston's 18th and 19th century expansions; discuss mid-20th century urban renewal including the demolition of Boston's West End and Scollay Square neighborhoods; consider the construction of the new Government Center and City Hall and the redevelopment of Back Bay, Prudential Center and Mass Turnpike Boston Extension; and review the design and impact of I. M. Pei's John Hancock Building. There will be a field trip to Boston City Hall to view the Boston Planning and Development Agency (former Boston Redevelopment Authority) scale model of the Downtown, Seaport, and the Back Bay with the guidance of a BPDA planner or urban designer, and discuss the 1960's design competition for the new city hall and plaza. During the final fifth class, we will examine 21st Century architectural trends and feature a guest speaker with Boston design or master plan expertise. Maybe you

remember what Boston looked like when you were growing up. Who did you know who was active on the Boston development/architectural scene? What happened to downtown real estate during the various boom/bust periods? How did people and neighborhoods react to increasing development pressures? Each week discussion questions will be provided to serve as a study guide for discussion of that week's readings. Individual class reports will be encouraged.

Readings Some articles will be provided by email and there will also be a course packet and a text. The text is *Boston Architecture 1975-1990* by Naomi Miller and Keith Morgan. Any edition should be fine. A *Handout* will be provided to each class member at the first class at a \$15-20 fee, and the first week's assignments in the handout will be sent to the class member list before the first class.

Preparation Time 2- hrs and hopefully class members viewing some of the Boston buildings being discussed in the course.

Biography Mitch Fischman is a planning and development permitting consultant for Boston developers, assisting them in obtaining approvals for proposed real estate projects from the Boston Planning and Development Agency (former Boston Redevelopment Authority). As BRA Project Manager and Neighborhood Planner for 15 years, Mitch managed city/developer approvals for Copley Place, 500 Boylston Street, Prudential Center, Copley Square and other prominent downtown and Back Bay projects. He is an urban planner with a Masters degree from University of Pittsburgh, MBA from Northeastern, and served as an Alderman (City Councilor) in Newton for 12-years. He has been a BOLLI SGL or co-SGL for three courses and twice for this course in 2015.

FILM1-10-Thur1 The Golden Years of Foreign Films: The 50's and 60's

Leaders – Naomi & Peter Schmidt

Thursday – Course Periods 1 & 2 – 9:30 am to 12:35 pm

Description The years spanning 1950 to 1969 introduced the American movie-going public to the novelty of great foreign films, providing a contrast and alternative to the standard Hollywood fare. We invite you to join us in viewing and discussing a selection of ten such films, some serious and others more light-hearted. Our expectation is that each will be not only enjoyable, but also thought-provoking. In each of ten class sessions (each a double period) we will view a film together and follow with discussion, the subjects ranging from artistry and technique to symbolism and meaning. The films that we have chosen are from a variety of countries and in a number of languages: *Rashomon*, *La Strada*, *The Seventh Seal*, *Hiroshima Mon Amour*, *I'm All Right Jack*, *Black Orpheus*, *Jules et Jim*, *Repulsion*, *Blow-Up*, and *Z*.

Readings Readings will be provided by the SGLs as email attachments.

Preparation Time Approximately one hour per week

Biography Naomi Schmidt was originally trained as a physicist, taught computer science at Brandeis in the 1970s and 1980s and then worked for 16 years at both Brandeis and MIT in the field of academic

computing. A BOLLI member since 2003, she has been a Study Group Leader for “Invitation to the Dance” and “Science Fiction,” as well as co-leading “Who’s Afraid of 20th Century Music?” with Peter Schmidt and “The New York Experience,” “Utopianism,” “The 1920s,” and “The 1960s” with Tamara Chernow.

Peter Schmidt’s professional careers were in physics and machine vision engineering. After retirement, he joined BOLLI in 2006 and, over the last ten years, has given a number of courses at lifelong learning organizations in a variety of subjects, some science-related (e.g., *Five Physicists Who Changed the World View; Quantum Mechanics without a Wrench*), and others not (e.g., *Three Masterpieces: From Drama to Film and Opera; The Humanity of Heinrich Böll: Selected Short Stories*).

H&G11-5a-Thur1 An Introduction to Byzantium: the Art, History and Controversies of the Late Eastern Roman Empire

Leader – Michael St. Clair

Thursday – Course Period 1 – 9:30 am to 10:55 am
Five Week Course – March 8 – April 12
(No Class April 5 for Spring Break)

Description Around the time of Emperor Constantine, who ruled from 306-337 CE, the Roman Empire split into two parts: the Western (largely Europe) and the Eastern (Greece and Asia Minor), which was known as the Byzantine Empire. This introductory course will present some of the key issues that the Byzantine Empire faced: struggles with Islam, religious and artistic controversies (Iconoclasm), the emergence of women leaders, fascination with sports heroes and sports riots (Nike riots), the consequences of the Crusades, and financial and sexual scandals (Theodora). The course also looks closely at the ancient city of Constantinople’s architecture (Santa Sophia, fortifications, aqueducts, etc.). The course will combine class discussion with SGL presentations showing relevant sites, art objects and surviving ruins.

Readings Lars Brownworth, *Lost to the West: The Forgotten Byzantine Empire that Rescued Western Civilization* (New York: Three Rivers Press, 2009) paperback
Procopius, *Secret History* (Penguin Paperback) (any edition)

Preparation Time 2 hours, perhaps 100 pages

Biography Michael St. Clair is a professor emeritus from Emmanuel College, Boston. He has taught adult learners, undergraduates and graduate students. He has taught and published in areas of art, history and psychology. He has graduate degrees in Classical Languages, Philosophy, Theology and Psychology. He should have been a medieval prince, but unfortunately wasn’t.

H&G6-10-Thur1 Old Settlers and New Immigrants: The Hispanic Presence in the United States

Leader – Gene Kupferschmid

Thursday – Course Period 1 – 9:30 am to 10:55 am

Description Nearly a century before the Pilgrims arrived at Plymouth Rock, Spaniards and Mexicans had settled in Florida and the western part of what is now the United States. Today census figures tell us that the fastest growing population in the U.S. is Hispanic, a population composed of the descendants of those early settlers and millions of recent immigrants. After a brief review of historical antecedents, we will learn more about these immigrants, primarily from Mexico and Central America, their reasons for coming here, the political response to them, and their role in the U.S. economy. Other recent events also have drawn attention to the Hispanics in this country: our changing relationship with Cuba, Puerto Rico facing a grave economic and infrastructure crisis, and a president who threatens to build a wall between the U.S. and Mexico. Big changes and new developments are taking place, and it is time for us to take a closer look at them.

Readings *Harvest of Empire: A History of Latinos in America* (Revised Edition) by Juan González; Penguin Books, 2011; ISBN 978-0-144-311928-9. There will also be a course pack at a cost of no more than \$5.

Preparation Time Varies from 25 – 75 pages per week

Biography Gene Kupferschmid taught for 30 years at Boston College, was awarded two NEH Summer Fellowships, and has published fourteen textbooks on Spanish and Latin American language, literature and culture. Her primary field of interest is Latin America, and she has lived in Argentina and Mexico.

H&G1-5b-Thur1 Reflections on the Meaning of World War II

Leader – Walter Carter

Thursday – Course Period 1 – 9:30 am to 10:55 am

Five Week Course – April 19 – May 17

Description World War II was an explosive collision of geopolitical, economic and social trends that dominated most of the first half of the century and shaped trends that dominated the second half and beyond. Interpretations of WWII as an historical event are not uniform among authors and have changed over time. To approach a descriptive and instructive definition of WWII, we will review its historical antecedents, its course during 1939-1945, and its aftermath. We will look at such questions as: Was WWII ‘the good war’? Who started it? What was it about? Who were the winners and losers? Were all the winners ‘totally good’ and all the losers ‘totally bad’? Did the war and post-war actions solve all the problems that led to it? The course will be comprised of SGL presentation and class discussion. The material will be based largely on the writings of Gerhard L. Weinberg, supplemented by selected articles, reviews, and book excerpts by other authors. This class was given in the Fall 2017.

Readings *World War II: A Very Short Introduction*, Gerhard L. Weinberg (Oxford University Press, 130 pp; \$12.00 new), plus handouts distributed via email by the SGL.

Preparation Time 20-40 pages per week, except 80 pages in week 3.

Biography Walter Carter earned a BA degree in history from Swarthmore College, then M.A. degrees in international relations at Tufts University and economics at the University of Rochester. He retired from McGraw-Hill as an economic forecaster. He is currently on the board of Normandy Allies, Inc., for whom he has helped lead history-study tours of the D-Day landing area of WW II. He is also a member of the American WWII Orphans Network. His memoir about his father, *No Greater Sacrifice, No Greater Love: A Son's Journey to Normandy*, was published by the Smithsonian Institution Press in 2004.

ART2-5b-Thur2 Up Close and Personal: Edward Hopper

Leader – Nancy Alimansky

Thursday – Course Period 2 – 11:10 am to 12:35 pm
Five Week Course – April 19 – May 17

(An identical course will also be offered on Wednesday – Course Period 2 – during the first 5 weeks)

Description This course will focus on Edward Hopper, an icon of American art, and will use the reading and supplementary materials as a background to analyzing his art. Particular interest will be paid to the relationship between Edward Hopper's personal life and his work. For this reason the assigned reading will be substantial. We will use a definitive biography by art historian Gail Levin, considered to be an expert on Hopper's life and art. The source materials for Levin's book are writings by Hopper's wife, Josephine. The class time will be divided between discussion and lecture. Together we will analyze the content, composition, color, value and other design principles of images (some of which are referenced in the text) that will be shown in class. By the end of the course class members will gain an understanding of who Edward Hopper was, his complicated relationship with his wife and what motivated him in his work. This course repeats material from a ten-week course given a few years ago titled "Up Close and Personal: The Lives and Art of Edward Hopper, Thomas Hart Benton and George Bellows."

Readings *Edward Hopper, An Intimate Biography*, Gail Levin, Alfred A Knopf, 1995 edition. Plenty of used copies on Amazon and also in the library.

Preparation Time About 100 pages a week.

Biography This will be Nancy Alimansky's tenth teaching experience at BOLLI. All her BOLLI courses have been very well received. Nancy has spent most of her professional life in the classroom. For 26 years she was an Associate Professor at Lesley University where she taught courses in management and technology as well as studio art. For three years as a docent at the Davis Museum at Wellesley College she conducted tours for various exhibits. Nancy has a B.A from Wellesley College where she

majored in French, a M.A.T. from Harvard Graduate School of Education and an M.B.A. from Boston College. She has been a professional artist for more than 25 years.

LIT6-5b-Thur2 A Life of Purpose in 20th-Century Russia

Leader – Fran Feldman

Thursday – Course Period 2 – 11:10 am to 12:35 pm
Five Week Course – April 19 – May 17

Description One yearns today for the wit, grace, and civility so deftly displayed by Count Alexander Rostov in Amor Towles’s novel *A Gentleman in Moscow*. Despite the nearly 100 years and 5,000 miles separating 20th-century Russia from early 21st-century America, the challenges of living a meaningful life in straitened circumstances, as described in the book, are as relevant today as they were for Count Rostov. The “life lessons” that skip across the pages of the book reflect the human condition and prod introspection and discourse. Writers, artists, and politicians who play supporting roles beg for more rounded and informed lives. And finally, the world-changing events casually dropped here and there in the text demand to be brought to life. This course is not simply a review of the book. Instead, together the class will look at, around, and beyond the text, examining what it means to live a life of purpose, how famous men of arts and letters affected the Russian spirit, and especially how the transformative events of 20th-century Russia—the Portsmouth Peace Treaty of 1905, the 1917 Bolshevik Revolution, Stalinism, the gulag, and World War II—framed the existence of a gentleman in Moscow in the last century. The SGL anticipates much lively class discussion and, because she is not an expert on modern Russian history, she also encourages class reports on events touched on in the book.

Readings *A Gentleman in Moscow* by Amor Towles

Preparation Time Approximately 100 pages of reading a week

Biography Long interested in government and history, Fran Feldman majored in government at Smith College, received a Master of Arts in Teaching (in history) from Yale, and taught social studies in middle school. Later, in California, she embarked on a second career editing cooking, gardening, crafts, and home improvement books for Sunset Books. After returning home to the Boston area, she worked as an administrator and financial trainer in the Faculty of Arts and Sciences at Harvard. Her passions include golf, traveling, and volunteer work. Previously at BOLLI she taught “The Remarkable Roosevelts” (Franklin and Eleanor), “Allies and Adversaries: Theodore Roosevelt and William Howard Taft,” and “The Reluctant Ally: America’s Entry into World War II.”

LIT14-5b-Thur2 Great American Short Stories of the 20th Century

Leader – Edward Selig

Thursday – Course Period 2 – 11:10 am to 12:35 pm

Five Week Course – April 19 – May 24

***Please note that this course will not meet on May 10, and will run until May 24.**

Description Publications of short stories by individual authors or in anthologies proliferate these days, prompting the question, which ones are most worth reading? Drawing upon a selection of *The Best American Short Stories of the [20th] Century*, edited by the celebrated author John Updike, this course will explore elements of form and content that make a story great. We will discuss “Little Selves” by Mary Lerner, “A Jury of Her Peers” by Susan Glaspell, “The Golden Honeymoon” by Ring Lardner, “The Killers” by Ernest Hemingway, “Theft” by Katherine Anne Porter, “That Evening Sun Go Down” by William Faulkner, “The Peach Stone” by Paul Horgan, “Death of a Favorite” by J.F. Powers, “The Resemblance Between a Violin Case and a Coffin” by Tennessee Williams, “A Silver Dish” by Saul Bellow, and “Janus” by Ann Beattie. We will consider structural, stylistic and substantive elements of each story and the interplay among them, looking in every case for how inspired craftsmanship yields memorable insights into the human condition.

Readings Ten stories, two per class, selected from *The Best American Short Stories of the Century* (Ed. John Updike, Houghton Mifflin paperback, 1999)

Preparation Time 30 pages, 2 hours per week to read each story twice

Biography Edward Selig majored in English Language and Literature at Yale, where his senior thesis was published by the Yale University Press. He graduated summa cum laude and then studied for two more years at Oxford University on a Rhodes Scholarship. His professional career centered for thirty years upon the practice of environmental law and dispute resolution.

SCI6-5a-Thur2 What Drives Attraction? Neurobiology of Sexuality

Leaders – Bradly Stone and Alyssa Fasset-Calman

Thursday – Course Period 2 – 11:10 am to 12:35 pm

Five Week Course – March 8 – April 12

(No Class April 5 for Spring Break)

Description The study of sexuality in the fields of psychology and biology has advanced over the past century across many subjects including medicine, sociology, and political discourse. This course will pull together research from these fields to present an overview of the history and current understandings of brain mechanisms, social constructs of behavior and language, and determinants of physical attraction that regulate mating and sexuality. We will take an evolutionary approach to the neurobiology of sexuality by reading and discussing research that has shaped our interpretation of the biological and social

underpinnings of sexuality. Classes will begin with a brief discussion of the week's reading, followed by a discussion-based lecture on the broader research field related to the week's topic. The course's goal is to shed light on the complexity of sexuality in view of the social, political, and linguistic facets of sex from a neurobiological standpoint.

Readings Handouts--There will be a charge to cover copy fees, which will be determined on final selection of course readings.

Preparation Time The readings will assist in background clarification of topics and act as discussion platforms. We estimate an average 2-3 hours/week outside of class to complete designated material prior to next meeting date.

Biography Bradly Stone and Aly Fassett-Carman are both PhD candidates in the Neuroscience Program at Brandeis University. Brad earned his B.S. degree in Biopsychology from the University of California, Santa Barbara. He has previously worked on EEG and fMRI - based human research assessing emotion and empathy, neurophysiological biofeedback, teaming dynamics, and visual perception of threat detection. He has also worked as an adjunct faculty member teaching Psychology. Brad now works in systems neuroscience studying the role affective body states have on taste processing. Aly earned her B.A. in Neuroscience from Middlebury College where she studied learning and problem-solving behavior in octopuses. At Brandeis, she does EEG-based human research looking into empathy, social interaction, and mental health. Aly and Brad also served as teaching assistants for a biology laboratory at Brandeis this fall.

WRI2-5a-Thur2 “You Can’t Make This Stuff Up!” Crafting Dynamic Creative Nonfiction

Leader – Sue Wurster

Thursday – Course Period 2 – 11:10 am to 12:35 pm
Five Week Course – March 8 – April 12
(No Class April 5 for Spring Break)

Description According to Lee Gutkind, founder and editor of *Creative Nonfiction* magazine, creative nonfiction has become the most popular genre in our literary and publishing communities, and in the academic arena, it has become the most popular way to write. So what is creative nonfiction? Gutkind defines the genre simply as “true stories well told.” Genres of creative nonfiction writing include personal narratives, opinion or “op-ed” pieces, feature articles, travel writing, reviews, and more. The goal is to make our *nonfiction*, true stories read like fiction, captivating and enthralling readers from start to finish. After all, when it comes to our true stories, we all know that “you just can’t make this stuff up!” In this course, we will read creative nonfiction by a variety of writers and write our own. Each week, we’ll focus on a different genre, writing and sharing a 500-word item with the group for response. Genres explored 5a will be different from those in 5b.

Readings *In Fact: The Best of Creative Nonfiction*, Edited by Lee Gutkind

Preparation Time There will be a short reading assignment for each week (20 minutes or so) as well as a 500-word piece of writing (however long that takes to create).

Biography Sue Wurster earned B.S./M.A. degrees in Communications from Ohio University, taught speech at St. Cloud State, writing at Elizabeth Seton College, drama at the Chapin and Calhoun schools, and English/Humanities at Nashoba Brooks School. She studied at Northwestern’s School of Speech, NYC’s New Actors’ Workshop, Bank Street College, and Columbia University. She served as national chair of the high school division of the American Alliance for Theatre in Education, director of New York State’s Forensics League, and co-founding chair of the Massachusetts Middle School Speech League. (She is often referred to as “Wurster, the Wily Word Woman.”)

ART6-5a-Thur3 Framing an Image: Art in the American Colonies

Leader – Miriam Goldman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
Five Week Course – March 8 – April 12
(No Class April 5 for Spring Break)

Description This course will study the development of art, particularly painting, in the American colonies. We will consider the growing role of art and of individual artists and “art for art’s sake.” We will look at the important role the politics of the period played in the lives of the artists and the role art played in galvanizing public opinion in support of the revolution and in framing our historical narrative. The SGL will present historical and biographical material, and the class will examine and discuss the work of key artists of the period including Benjamin West, John Singleton Copley, Charles Willson Peale, John Trumbull, and Gilbert Stuart. Supplementary reports by class members and museum trips will be optional but encouraged.

Readings There is no required reading; optional reading may be provided by the SGL.

Preparation Time No more than 30 – 60 minutes per week.

Biography Miriam Goldman graduated from Brandeis with a major in comparative literature. She is a retired educator, having taught high school English and creative writing for many years and then undergraduates and graduate students at Boston University School of Education. She has had a long-term interest in art and art history, particularly American art, and the influence of the arts in society’s view of itself. She has taught several courses at BOLLI, including a Survey of Painting in the United States, and art history courses on The Armory Show at 100 and the Fauves. She is an amateur painter.

LIT11-10-Thur3 Moral Imagination: A Guide to the Complex

Leader – Michael Kaufman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm

Description We live in an age in which violence is so prevalent that it is possible that civilization might not survive. This is the sentiment of a 16th century writer about the engulfing chaos, deceit, betrayal and brutality he saw flourishing around him. Such an environment, Michel de Montaigne contended, demanded a moral stand. The moral imagination is intended to imply our ability to distinguish competing claims of “rightness;” to recognize ethical challenges and what OUGHT to be done; to determine who is responsible to act or to refrain from acting. In earlier cultures story tellers served as moral teachers communicating acceptable standards and social rules that knit the clan, the tribe, the family together. Though we can no longer be so sure about universal laws of conduct, stories may still provide moral guidance. This discussion class will feature selected stories that present challenging moral dilemmas, conflicts that will challenge us to clarify our own value systems and exercise our moral reasoning.

Readings The readings consist of 9 short stories that will be provided in an introductory letter well before the first class.

Preparation Time 3 hours a week

Biography Michael Kaufman has a background in teaching in a variety of settings, and has been offering seminars at BOLLI for many years.

SOC4-10-Thur3 Sex and Gender: The Liberation Movements of the Late 20th and Early 21st Centuries

Leader – Sarah Pearlman

Thursday – Course Period 3 – 2:10 pm to 3:35 pm

Description Bursting upon the American scene in the late 1960s and early 1970s were protests and demands by multiple groups including three new political movements. Women were demanding equality, the end of prescribed sex roles, and safety from violence. Gay men and drag queens fought off police at the Stonewall Inn, a popular New York City gay bar, protesting homosexual harassment. Lesbians stormed the stage at the Second Congress to Unite Women in New York City insisting that lesbianism be recognized as a valid choice of sexuality and life style. Transgender politics would come later. Focusing on these four liberation movements, this study group will address the emergence of heterosexual and lesbian feminism, gay male political activism, and the struggle for transgender rights. Included will be exploration of the origins of prohibitions and social rules on sex and gender, the schism between heterosexual and lesbian feminists, the impact of AIDS, the domestication of lesbian and gay male movements, and the many ways of being transgender. The course will continue with discussion of contemporary identities (sometimes called the “alphabet generation”) and conflicting relationships between identity groups, concluding with what these liberation movements have achieved and recent challenges under the guise of “religious freedom” by the current administration. The class format will be a combination of presentation and discussion and will include a documentary film and a guest speaker.

Readings Please purchase or borrow *The Gay Revolution: The Story of the Struggle* by Lillian Federman (Simon & Schuster, 2015), a comprehensive history. We'll focus on selected chapters, about 120 pages,

during the course. The SGL will distribute a packet of additional required readings at a cost of no more than \$20.00.

Preparation Time One - two book chapters or articles will be assigned for each class session, approximately 30-40 pages most weeks.

Biography Sarah F. Pearlman was employed for many years in the Doctoral Program in Clinical Psychology at the University of Hartford and is now Associate Professor Emeritus. She has taught at Antioch University, Lesley College, Northeastern University, and Suffolk University as well as adult learners at UMASS OLLI. Nationally recognized for her pioneering role in establishing a psychology of lesbians, Sarah was selected by the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues (American Psychological Association) as the recipient of the 2011 Award for Distinguished Professional Contribution. She is currently active in Boston's LGBT elder organizations.

WRI3-5b-Thur3 “You Can’t Make This Stuff Up!” Crafting Dynamic Creative Nonfiction

Leader – Sue Wurster

Thursday – Course Period 3 – 2:10 pm to 3:35 pm
Five Week Course – April 19 – May 17

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Preparation Time There will be a short reading assignment for each week (20 minutes or so) as well as a 500-word piece of writing (however long that takes to create).

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